

# ELEMENTS CONTRIBUTING TO HIGH STUDENT ACHIEVEMENT

## Summary of Comments – Education Task Force Meeting – June 26, 2013

### Funding

- enhance funding for public education -- consider raising the gas tax, because the additional revenue would free up General Fund money for higher education, thereby reducing higher education's reliance on the Education Fund (*Lt. Gov. Bell*)
- a focus on the weighted pupil unit and full funding of enrollment growth so that schools may attract great college graduates (*Ms. Kennett, Utah School Boards Assn.*)
- a long term plan and commitment with adequate resources (*Dr. Withers, Utah School Superintendents Assn.*)
- resources are needed to adequately fund public education (*Ms. Gallagher-Fishbaugh, UEA*)
- modify the use of education funds, including allowing funds to follow the student and providing equitable funding for charter schools (*Ms. Clark, Parents for Choice in Education*)
- a higher education system that is affordable, has the capacity for growth, and has strong state support (*Mr. Buhler, Commissioner of Higher Education*)

### High Quality Instruction/Teachers

- high quality instruction for all students that is aligned with Utah core standards (*Supt. Menlove*)
- implement differential pay to attract high quality teachers (*Lt. Gov. Bell*)
- a focus on the weighted pupil unit and full funding of enrollment growth so that schools may attract great college graduates (*Ms. Kennett, Utah School Boards Assn.*)
- effective teachers, leaders, and support staff (*Dr. Withers, Utah School Superintendents Assn.*)
- high quality teachers (*Ms. Zentner, PTA*)

### Professional Development

- high quality professional development that is specific, differentiated, delivered in relevant and effective ways, and includes effective follow-up with instructional coaches to ensure instructional implementation (*Supt. Menlove*)
- paid time and resources to provide teachers with information and an opportunity for discussion about new expectations, such as computer-adaptive testing, school grading, evaluations, and technology (*Ms. Kennett, Utah School Boards Assn.*)
- investments in teacher development (*Ms. Frank, Utah Charter Network*)
- job-embedded professional development with time for teachers to collaborate and work together (*Ms. Gallagher-Fishbaugh, UEA*)

- ongoing professional development for teachers (*Ms. Zentner, PTA*)

## Targeted Interventions

- targeted interventions that meet individual student needs, which may include high quality extended learning time opportunities, digital learning tools, reduced class size, mentors, counselors, and early intervention (*Supt. Menlove*)
- increase high school graduation rates by intervening on a one-on-one basis with students at risk for dropping out (*Lt. Gov. Bell*)
- strategic investments for students (*Dr. Withers, Utah School Superintendents Assn.*)
- early intervention, such as all-day kindergarten or preschool (*Ms. Zentner, PTA*)
- early childhood education to improve readiness of at-risk children (*Ms. Crompton, Voices for Utah Children*)

## Local Control

- local flexibility in the implementation of programs and mandates to meet the needs of unique demographics and challenges (*Ms. Kennett, Utah Schools Boards Assn.*)
- local control and collaboration (*Dr. Withers, Utah School Superintendents Assn.*)
- local governance and financial decision-making, including the ability to structure the workforce (*Mr. Bleak, Utah Assn. of Public Charter Schools*)
- provide maximum flexibility to local education agencies and move decision-making to the school level (*Mr. Cannon*)

## Community Partnerships

- relationships with private employers who hire UCAT graduates (*Mr. Brems, UCAT*)
- inclusion of all stakeholders in the process (*Dr. Withers, Utah School Superintendents Assn.*)
- family, school, and community partnerships (*Ms. Zentner, PTA*)
- leverage community resources to improve student learning (*Mr. Milliken, United Way*)

## Technology

- targeted interventions that meet individual student needs, which may include ... digital learning tools (*Supt. Menlove*)
- employ technology to allow students to learn the way they learn (*Lt. Gov. Bell*)
- a higher education system that effectively leverages technology (*Mr. Buhler, Commissioner of Higher Education*)

- implement a student-centric learning model that emphasizes competency and use innovative solutions to support that model, such as digital learning and the integration of technology in the classroom to create personalized learning  
(*Ms. Clark, Parents for Choice in Education*)

## **Accountability**

- accountability for the use of funds and the alignment of funds with strategic goals for student achievement (*Ms. Kennett, Utah Schools Boards Assn.*)
- the Legislature should not micromanage but hold schools accountable  
(*Ms. Gallagher-Fishbaugh, UEA*)
- establish accountability and transparency to determine the most efficient use of resources (*Ms. Clark, Parents for Choice in Education*)

## **Strategic Planning/Alignment of Resources**

- strong school leadership that ... aligns resources to support student learning priorities (*Supt. Menlove*)
- deliberate alignment of resources, time, money, personnel, software, and equipment directed to mastery of key standards and accountability for ... the alignment of funds with strategic goals for student achievement (*Ms. Kennett, Utah Schools Boards Assn.*)
- a long term plan and commitment with adequate resources (*Supt. Menlove*)

## **Data-driven Decision Making**

- appropriate assessments that inform data-driven decision making (*Supt. Menlove*)
- using data to shape decisions (*Mr. Bleak, Utah Assn. of Public Charter Schools*)

## **High Expectations**

- a clear understanding of high expectations for academic and behavioral performance (*Dr. West, Center for School of the Future*)
- strong school leadership that establishes a culture of high expectations for all students and staff (*Supt. Menlove*)

## **Incentives for Students**

- a reasonable likelihood that efforts to meet the high expectations will be recognized and rewarded (*Dr. West, Center for School of the Future*)
- incentives for students (*Ms. Frank, Utah Charter Network*)

## Trusted Relationship

- the presence of an adult who can be trusted to provide help and support, if needed (*Dr. West, Center for School of the Future*)
- individual student relationships (*Ms. Frank, Utah Charter Network*)

## Choice

- provide parents with a choice of high quality options (*Ms. Clark, Parents for Choice in Education*)
- provide maximum choices of citizens, such as allowing transportation funds to be used to transport students to a school other than the neighborhood public school (*Mr. Cannon*)

## Focus on Mission

- focus on mission, culture, and curriculum (*Ms. Frank, Utah Charter Network*)
- the charter, which requires a school to clearly explain its mission (*Mr. Bleak, Utah Assn. of Public Charter Schools*)

## Other Elements Contributing to High Student Achievement

- the student has the **fundamental skills** to achieve given opportunities for practice (*Dr. West, Center for School of the Future*)
- provide **job and career counseling** to junior high and high school students (*Lt. Gov. Bell*)
- **world-class standards** (*Dr. Withers, Utah School Superintendents Assn.*)
- **incentives for ... teachers** (*Ms. Frank, Utah Charter Network*)
- **small school size** (*Ms. Frank, Utah Charter Network*)
- **respect** is the number one thing teachers need (*Ms. Gallagher-Fishbaugh, UEA*)
- best practices have to be **grounded in research** (*Ms. Gallagher-Fishbaugh, UEA*)
- **parental engagement** (*Ms. Zentner, PTA*)
- establish more effective **preservice training** for teachers (*Ms. Zentner, PTA*)
- **reduce class size** or provide teacher assistants (*Ms. Zentner, PTA*)
- provide **moral education** (*Mr. Cannon*)